DOCUMENT RESUME

ED 112 985 JC 750 536

AUTHOR	Christensen, Frank A.
TITLE	Final Report to the Cooperative for the Assessment of Experiential Learning.
INSTITUTION	William Rainey Harper Coll., Palatine, Ill.
SPONS AGENCY	Cooperative Assessment of Experiential Learning Project, Princeton, N.J.
PUB DATE	Jun 75
NOTE	61p.
EDRS PRICE	MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS	*Activity Learning; *College Credits; *Evaluation Methods; *Junior Colleges; *Learning Experience; Special Degree Programs; Student Evaluation; *Student Experience; Work Experience
IDENTIFIERS	*Experiential Learning; William Rainey Harper College

ABSTRACT

This report presents guidelines developed by a task force at William Rainey Harper College (Illinois) for translating experiential learning into academic credit. Introductory sections describe the institutional commitment to granting credit for non-traditional learning experiences, a new related Associate in Liberal Studies degree, the current national interest in the open college concept, and the makeup and methodology of the task force. The body of the report, presented as an Appendix, contains the documents generated by the study, including: (1) a statement of philosophy and rationale; (2) separate sets of instructions to faculty and students describing their respective roles in the crediting process; (3) delineation of the stepwise procedures to be followed by students seeking credit for experiential learning; (4) suggested format for the student-generated portfolios; and (5) guidelines for the documenting of such learning experiences as military service, licensing, hobbies, employment, etc. (LO)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112985

CAEL

Cooperative Assessment of Experiential Learning

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING. IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Special Project Report

William Rainey Harper College
June, 1975

UC 120 536

Frank A. Christensen
Project Director

FINAL REPORT TO THE COOPERATIVE FOR THE ASSESSMENT OF EXPERIENTIAL LEARNING

BY

Frank A. Christensen

TABLE OF CONTENTS

	Page
Introduction	1
Background Information	3
Project Procedure	6
Operational Problems	7
Project Results	12
Procedures for Assessment of Experiential Learning	14
Student Guide for Portfolio Development	15
Bibliography	18

Appendix

A. Procedures for the Assessment of Experiential Learning

B. Flow Chart

C. Guide to Portfolio Development

D. Seminar Description for ALS 100

E. Conference on Assessment of Experiential Learning

FINAL REPORT TO THE
COOPERATIVE FOR THE ASSESSMENT
OF EXPERIENTIAL LEARNING

PROJECT DESCRIPTION:

To develop procedures for the selection and training of field experts and to develop guidelines and procedures for field experts to use.

MEMBERS:

Frank A. Christensen, Project Director
Therese Butzen, Math & Physical Science
Charles Falk, Chairman, Business Division
Robert Johnston, Admissions and Records
Gene Kimmet, Business Division
Robert Moriarty, Counseling
Barbara Olson, Counseling
Peter Vander Haeghen, Director, Learning Resources
Mary Waite, Social Science

SPECIFIC FUNCTION OF THE TASK FORCE:

(1) To develop a philosophy for translating experiential learning into academic credit.

(2) To review assessment procedures that are currently being used at other institutions.

a. mail survey
b. visits to selected institutions
c. consultants

(3) To write guidelines and procedures for the assessment of experiential learning and for the selection and training of field experts.

INTRODUCTION

In the fall of 1974, William Rainey Harper College implemented a new non-traditional program called the Associate Degree in Liberal Studies. This program reflects a major attempt and commitment by the College to provide a highly flexible alternative to existing degree programs.

The unique nature of the ALS program is to allow students the opportunity to design their own curriculum, give credit for experiential learning, provide a structure for independent study, and permit students to study on or off campus.

One of the greatest departures this program makes from the traditional structure of existing programs is the ability to grant credit for experiential learning. Samuel B. Gould[1] stated that one of the most overlooked but powerful facts of our time is that we have come to a stage in our educational development where a good deal of what a man learns, or can learn, is not a part of the formal educational system at all. Today, many institutions, both traditional and non-traditional, award credit for some type of achievement made outside the classroom. Many colleges have also created new programs similar to the Associate in Liberal Studies program at Harper College that are based on a recognition of the value of work experience and special accomplishments which result in the kind of experiential learning that are equal to creditable college credit.

While experiential learning has become a major movement in

higher education, the difficulties as assessing these experiences are easily recognized.

The purpose of the CAEL Project is to focus on the issues relating to the development of personnel and procedures that will be used in the assessment of experiential learning. This was accomplished through an institutional task force consisting of three faculty members, each of whom have three hours of released time, two administrators, two counselors and an admissions officer. The financial support for the project came from a grant of $5,250 received from the Cooperative Assessment of Experiential Learning sponsored by the Educational Testing Service.

Through financial support from the CAEL grant, the original charge to the task force was:

(1) to develop a philosophy for translating experiential learning into academic credit.

(2) to review assessment procedures that are currently being used at other institutions, and

(3) as a result of (1) and (2), develop guidelines and procedures for the assessment of experiential learning and for the selection and training of field experts.

Because of the range of subjects and competencies to be assessed, the evaluation system developed had to contain breadth to meet the needs of an extremely heterogeneous population, so therefore, the committee was directed to focus on areas that could not be assessed by such standardized measures like CLEP and advanced placement examinations.

BACKGROUND INFORMATION

The Commission on Non-Traditional Study[2] formulated in 1971 was to examine the current status of non-traditional education, assess needs, and recommend directions for the future. This commission was sponsored by the College Entrance Examination Board and the Educational Testing Service through funds from the Carnegie Foundation. The final report that was issued by this commission speaks directly to the need for new and expanded programs to serve the non-traditional student. It clarifies the problem between non-traditional and traditional curricula and identifies the need for an accepted means of granting credit for experiential learning.

Another part of the research program for that commission prepared by Ruyle and Geiselman[3] defined a non-traditional program as a specially designed program "based on new or unconventional forms of education free of the time or place limitations of traditional classroom instruction." A forerunner in the recognition of competency based evaluation is business and industry which has a long history and valuable research relating to the value of the evaluation of performance. Since the evaluation of experiential learning often involves "work situations" it seems appropriate to review what has already been done in this field from that literature.

Felix Lopez in Evaluating Employee Performance[4] discusses the general principles and practices of effective evaluation practices. Part Two of his book concerns techniques and applications with emphasis on assessment methods, performance standards, speciman

instruments, and providing feedback. Another summary by Sharon Amiel[5] focuses on translating work experience into degree or certificate credit in eight occupations including agribusiness, day care, data processing, electronics, technology, police science, management, and secretarial science.

A constant theme that prevails throughout the literature on assessing experiential learning looks for a way in which granting credit for experiential and non-traditional learning may be validated and made respectable. Though there is little controversy about the value of experiential learning, there is much dissonance about if and how this should be credited to an academic program.

Speaking to this issue, Jonathan Warren in Planning Non-Traditional Programs[6], discussed the relationship between means of assessment and means of crediting, citing that in our present system credits are defined by the requirements for a degree, and their basic purpose is to serve as a standard unit through which the comparability of different educational experiences can be determined. In this work, the author proposes a system in which credits would be based upon competencies attained without regard to length of time spent in an activity or its relation to a 15 week semester.

Likewise, in stressing the need for control in this process, Hefferline, in Planning Non-Traditional Programs[7], wrote that "as long as an academic degree signified not only a certain competence, but also a certain amount of chair-sitting, it was relatively easy

to identify fraud." But with the growth of diversity and innovations such as the external degree, the line between legitimate and fraudulent has become more difficult to distinguish.

Another major issue has to do with the method of evaluation and on what basis credit will be issued. In Thorndike's book, Educational Measurement, Robert Fitzpatrick[8] states that "assessing experiential learning often involves evaluating a person's ability to demonstrate a skill or the outcome of a skill." Another collection of papers developed for the 1973 conference of the Society for Field Experience Education by John Duley[9] clarifies the role of the student, the faculty supervisor, and the field supervisor in the assessment process. Another chapter discusses the need for clearly defined program objectives, orientation programs, learning contracts, and clearly specified means of assessment. Michael Hart[10] developed a handbook for students, agencies, and faculty which also emphasizes the role of each constituent group with emphasis on assessment based on a learning contract and a detailed final report prepared by the student.

And finally, in another report from the Council for the Progress of Non-traditional Study, Dr. Samuel B. Gould[11] stated that a critical issue facing higher education today is in the development of an accurate means of measuring educational attainments so that the awarding of credentials and degrees is firmly based upon demonstrated competence.

PROJECT PROCEDURE

The procedure followed in completing this project had to take into account not only the establishment of a legitimate system of assessment with some measure of quality control, but also a procedure that was to be accepted by various groups within the institution. These segments included the liberal faculty, conservative faculty, the registrar's office, and counselors. Of the many groups on campus that exert influence from time to time, these were singled out because of the impact or vested interest relating to them and the process of granting a student credit for non-traditional learning.

The first step was to establish a task force. In consultation with the dean of the College, it was decided to select a committee that was representative of a cross section of the institution so as to increase the probability of communication, maximize input and decrease the likelihood of negative ramifications.

The resulting task force was composed of three faculty members. Each faculty member was given three hours of released time as remuneration for the additional work imposed by this assignment. Since many of the students to be served will come from business and industry, one of the faculty was selected from the Business Division. Another faculty member was from the Math and Physical Science Division, and the third from the Division of Social Science. These faculty represented a cross section of the faculty at large including age,

philosophical orientation and curriculum structure. In addition to the three faculty, a counselor was selected, a learning resource center staff member, a representative from the admission's office, a representative from the registrar's office, one administrator, division chairman, and the author as task force chairman. The total task force structure consisted of three teaching faculty, two non-teaching faculty, one classified staff, and two administrators plus the administrative chairman.

At the first meeting of the task force, information was distributed regarding experiential learning along with three specific functions that the task force was to achieve. Those functions included: (1) to develop a philosophy for translating experiential learning into academic credit; (2) to review assessment procedures being used at other institutions; and (3) to write guidelines and procedures for the assessment of experiential learning and for the selection and training of field experts. (See Appendix A.)

OPERATIONAL PROBLEMS

The main problem in getting the task force operational was in the development of a common set of goals and priorities to be pursued. A basic problem existed that is not uncommon to ad hoc faculty committees set up as a problem solving or task oriented body. The task force chairman has for the past two years been involved in the development of experimental studies programs and in so doing has come in contact and explored various programs where the assessment of

experiential learning has been employed. For the rest of the task force, however, the assessment of experiential learning is a relatively new and foreign concept. Whenever a situation such as this exists where one person on the committee has more information available and at his disposal than do other members, a danger exists whereby his goals and his priorities become dominant and pressed upon other members of the committee. This can result in a lack of interest and commitment and a general dissatisfaction with the committee by its members.

The author decided at this point that the use of the nominal group process would be a procedure whereby after exploring some of the basic ingredients for experiential learning, each member of the task force would have input into the development of priorities and directions, therefore, being able to assume more ownership and responsibility for the direction the committee would take.

NOMINAL GROUP PROCESS

As an introduction to the process, each task force member was given an introduction and overview of the process. This included a definition of what it was and what would hopefully be accomplished as a result.

> "The nominal group process is an alternative to the traditional interacting group process for committee decision making effectiveness. It is my contention that twenty per cent of the committee members determine eighty per cent of the input and influence at a traditional committee meeting. The result, due to personality differences, individual bias and interests, is often something looking like a camel that was intended to be a horse."

Consequently, this nominal group process is structured to maximize equal input by all participants and generate fact finding ideas. As we begin to proceed, I want to emphasize two significant points: (1) The theme of the process is problem centered, not solution centered. Often committees attempt to develop strategies and solutions before the problems have been identified. (2) The role of the committee in this process is to contribute your perceptions, experience and expertise to defining the character of the problems; in essence, to function as a "think tank" in determining the nature of the issues involved.

After that introduction, the task force was given the following challenge question and was asked to work silently and independently to generate what they believed to be the major issues.

> Challenge question: List the issues that exist in the assessment of experiential learning.

At the conclusion of ten minutes each member had generated at least ten issues. In a round robin method, each member contributed an issue until a composite list of approximately sixty issues were listed. The next step was for each participant to rank the top ten priorities. Table 1 shows the ranking in priority of issues.

As a result of the nominal group process, the author summarized four major issues for the task force to pursue.

1. Definition of Experiential Learning
   - A. What constitutes learning
   - B. How credit is applied
   - C. Limits of credit given

2. Methods of Evaluation
   A. Who makes assessment decision
   B. Criteria to be used
   C. Verification of experience
   D. Selection and training of evaluators

3. Evaluators of Experiential Learning
   A. Criteria for selection
   B. Training of evaluators
   C. Procedures they will use
   D. Remuneration
   E. Evaluator reliability

4. Admissions, Records and Counseling
   A. Transcripts and records
   B. Preadmission counseling
   C. Transferability
   D. Assisting students document learning

To approach the major issue of developing an operational definition of assessment of experiential learning, two things were done. First, a consultant was brought in. This consultant, in addition to meeting with the four deans of the College, spent the major portion of the day with the task force discussing aspects relating to experiential learning, focusing primarily on the operational definition and considerations. The second approach was to collect and pool ideas from each task force member regarding an operational definition. This information was drawn from the resources that had been made available to them and from information obtained at the conference on assessment of experiential learning that they attended as part of their orientation. The resulting operational definition that the task force developed is as follows:

> Experiential learning is any not previously college credited learning which can be related to the individual's

college level educational goals. Assessment requires documentation of learning activities and demonstration of skills and competencies including the relating of theory and practice.

Even after several weeks of reading literature related to experiential learning, visits from consultants and committee meetings, there was still a feeling of uncertainty. At this point the author and task force chairman decided to set up a series of visits to colleges who have existing programs for the assessment of experiential learning. The following colleges were selected and visited by members of the task force: Governors State University in Illinois, Northeastern Illinois University (Board of Governors Program), College of New Learning at De Paul University, Antioch College in Minneapolis, Metropolitan State College in Minneapolis, Empire State College in New York, and the Community College of Vermont.

Following the visits to the selected colleges and experimental studies programs, the task force divided into subgroups to develop the guidelines and procedures for assessing experiential learning.

Since these procedures for assessment were to be used in conjuction with the Associate Degree in Liberal Studies, it was necessary to see how these procedures fit into the overall degree program. To accomplish this, a flow chart (Appendix B) was developed that traces the sequence of events, beginning when a student is admitted to the program, selection of a faculty advisor, three options for portfolio development, assessing, documenting and

and recording of credits through degree program development and completion.

This flow chart became a useful tool for explaining the program to other faculty.

PROJECT RESULTS

The results of the CAEL Project focused on two critical issues. First, the consideration for learning itself. The ability for an institution to recognize and credit what has been learned and what competencies a student has regardless of where or how it was learned is a large departure from the typical traditional structure found in most colleges. With this concept, the student and his needs are placed first and the institution becomes facilitor rather than a dictator of arbitrary requirements.

In the development of the procedures for the assessment of experiential learning, the members of the task force had to study the nature of experiential learning. In so doing they came in contact with educators from other innovative programs, visited a number of colleges and read numerous articles on experiential and non-traditional learning. As a result of the project, each member of the task force has a greater understanding for learning and the value of competencies in the evaluation process.

Through the expanded skills of the task force members and because of their contact with other college staff, the entire institution is aware of something that last year was unheard of. During

the past few weeks, information on the assessment of experiential learning was distributed to each member of the college faculty. In addition to a session on experiential learning at faculty orientation, presentations have been made at counselor meetings, division meetings and the college administrator's staff meeting.

As faculty have started to work with students in the ALS program on the development of learning contracts and in developing their portfolios for assessment of experiential learning, there has become a greater awareness for cross divisional consultation. For example, one student who was a medic and hospital corpsman in the Navy is putting together a learning contract and degree program in the field on insurance and brokerage administration. Since he has life experience in the insurance field as well as health science and since the medical training fits into his insurance program by helping him to understand the basis for medically related claims, the assessment of his experiential learning is being done in consultation with faculty from two division of the college. This cross divisional communication on life skills will be very interesting to observe to see what impact it has on institutional curricular reforms.

In developing program and learning contracts with students, the faculty advisors will be forced to look critically at the appropriateness of traditional course requirements in view of the expressed needs of the students as they work together in mapping out a degree program.

What we have often taken for granted for groups of students may not be dependable when tested against a person's competencies and goals.

Even though the nature of learning is as complex as it is through the completion of this project, some faculty at Harper College believe they are in a better position to measure where a student is and assist him develop a meaningful and relevant degree program than they were prior to this project.

PROCEDURES FOR THE ASSESSMENT OF EXPERIENTIAL LEARNING

The second critical issue that this project focused on was the actual development of a set of procedures that could be used in assessing experiential learning. Because of the complex nature of this process and the potential impact that it could have on various segments of the institution, great care was taken to insure institutional representation. Because the program was initiated with faculty as a basis, and because most critical scrutiny would come from them, the power base of the task force was made up of three faculty members -- each from a different academic division. Because of the relationship to counseling and to the registrar's office, representatives from these two areas were also included. The remainder of the nine member task force was from the Learning Resource Center and the administration. It should be noted, however, that though the task force was representative of the major power centers of the institution, they were selected rather than elected. This selection was based on their interest in experimental and non-tradi-

tional education based on their past projects and activities.

Appendix "A" contains the procedures that have been approved for use at Harper College. In developing the procedures, the task force decided that rather than begin from the beginning and re-invent the wheel to work from the procedures that had been developed for the Northeastern Board of Governors program. These procedures that had been proven for the university program were rewritten to fit the unique nature of Harper College. This was done in consultation with Ed Gilpatric, Director of the Board of Governors Program at Northeastern. These were developed by the task force to be used to assist students in the Associate in Liberal Studies program with the preparation of resumes and portfolios that describe and document their adult learning experiences. A separate section of the document is for faculty who will be working with the student in making the evaluation.

STUDENT GUIDE FOR PORTFOLIO DEVELOPMENT

Another major outcome of the CAEL Project was the development of a guide for portfolio development. (Appendix C) After consultation with faculty across the country who were evaluating portfolios and with students who had prepared them, it was decided that this would be a useful resource for both the student and the evaluator. This guide is intended to assist the student in describing and documenting experiences that could be granted college credit.

In addition to this guide a seminar was developed by the task force. This seminar (Appendix D) was designed to provide a structure for a faculty advisor to assist students either individually or in small groups develop his portfolio. The seminar is variable credit and can be taken for one to three hours of credit.

In addition to the two expected outcomes of this project, some additional and unexpected results occurred.

One unexpected outcome was an invitation to present at a forum at the American Association of Community and Junior Colleges (AACJC) National Conference, our procedures for the assessment of experiential learning. This conference is attended by the major leaders of nearly every community college in the country and will provide an excellent opportunity to share information on a current and topical subject.

Another unexpected outcome related to this project was an invitation to host a conference/workshop on the assessment of experiential learning. This was for the Community College Affiliate of Instruction and Technology held on May 2-3. At this conference members of the task force served as resource persons to other workshop participants. In addition to the task force, other local and national consultants assisted in the leadership of the workshop. (See Appendix E.)

CONCLUSION

Though this CAEL Project of developing policies and procedures

for the assessment of life/learning experiences has been completed, the results will be ongoing. The procedures and guides that were developed are already being utilized by students and faculty in the Associate in Liberal Studies and are serving as a basis for data collection for future assessments. The members of the task force who worked on this project were exposed to many new and often divergent programs and philosophies. It is impossible to measure but the impact that this project had on them is probably significant. As for the college as a whole, there has been a major impact. The ability to respond effectively to the educational needs of a diverse group of "new students," a significant group of faculty with a new philosophy of learning based on competencies and measurable/observable achievements and national recognition as a leader in this new field of student as a result of the AACJC conference, the CAEL grant and the May 2-3 workshop will have a significant and long lasting effect.

BIBLIOGRAPHY

1 Gould, Samuel B., Commission on Nontraditional Study, Diversity By Design, Jossey-Bass, San Francisco, 1973.

2 Commission on Nontraditional Study, Diversity By Design, Jossey-Bass, San Francisco, 1973.

3 Ruyle, Janet and Geiselman, Lucy Ann, Nontraditional Opportunities and Programs, in K. Patricia Cross, John R. Valley and Associates, Planning Nontraditional Programs: An Analysis of Issues for Post Secondary Education, Jossey-Bass, San Francisco, 1974.

4 Lopez, Felix M., Evaluating Employee Performance, Public Personnel Association, Chicago, 1968.

5 Amiel, Sharon T., Planning the Development of Measurement and Evaluation Services for Use in Occupational Programs at Post Secondary Institutions, Fund for the Improvement of Post Secondary Education, ETS, Princeton, New Jersey, 1974.

6 Warren, Jonathan R., in K. Patricia Cross, John R. Valley and Associates, Planning Nontraditional Programs: An Analysis of Issues for Post Secondary Education, Jossey-Bass, San Francisco, 1974.

7 Hefferlin, Lon, in K. Patricia Cross, John R. Valley and Associates, Planning Nontraditional Programs: An Analysis of Issues for Post Secondary Education, ETS, Princeton, New Jersey, 1974.

8 Fitzpatrick, Robert and Morrison, Edward J., Performance and Product Evaluation, in Robert L. Thorndike, Educational Measurement (2nd Ed.), American Council on Education, Washington, D.C., 1971.

9 Duley, John, Implementing Field Experience Education, New Directions for Higher Education, Summer, 1974, Vol. 2, No. 2.

10 Hart, Michael A., A Handbook for Students: A Handbook for Faculty, Georgia Intern Program, Atlanta.

11 Gould, Samuel B., Press Release, Council for the Progress of Nontraditional Study, Institute for Educational Development, New York, 1974.

APPENDIX A

TENTATIVE PROCEDURES
for
ASSESSMENT OF EXPERIENTIAL LEARNING

ASSOCIATE IN LIBERAL STUDIES PROGRAM

WILLIAM RAINEY HARPER COLLEGE

December 15, 1974

FORWARD

The purpose of this booklet is to assist students in the Associate in Liberal Studies Program with the preparation of resumes and portfolios that describe and document their adult learning experience. The procedures that have been tentatively selected are similar to those that have been tested at the Northeastern Illinois Board of Governors Degree Program. With experience, these procedures will be modified to reflect the needs of Harper College and the students in the Associate in Liberal Studies Program.

INTRODUCTION

The central principle that underlies the assessment of experiential learning is that what the student knows is more important than how he learned it. If a student can demonstrate that his knowledge and skills are reasonably comparable to what the college trained student knows, then equal credit will be awarded. It is unimportant whether the student's learning took place at an accredited college or elsewhere, whether the instructors held advanced degrees or no degrees at all, whether the matter was learned within the near past or the distant past, or how long it took to acquire some knowledge or skill. As long as the student can provide sufficient evidence that he possesses college equivalent knowledge or skills, his achievements will be credited and recognized as applicable towards the Associate in Liberal Studies Degree.

The term, experiential learning, is a partial misnomer since credit is not given for simply any kind of adult life experience, but only for those experiences that produce learning and skills comparable to the outcomes of courses or training at the college level. As a general principle, if colleges and universities generally award credits for the acquisition of certain kinds of knowledge and skills by standard course work, then comparable competence acquired in other ways will be credited through this experience assessment process.

One thing we are not attempting to do is to issue a certificate of life competence. Many adults have been quite successful in raising families, in the business world, in community work and other adult enterprises. These experiences do not translate directly into academic credit. Mere years of experience are not a reliable indicator of learning; and further, many valuable, even noble, human experiences produce outcomes that colleges and universities do not credit.

The rationale behind the Associate in Liberal Studies Program can help to explain the method that is being followed in assessing experiences. The basic intent of the program is to make college degree programs reasonably available to adults with work and family responsibilities. Two major obstacles traditionally have impeded this objective. First, the typical undergraduate degree program is geared to the needs and life situation of the late adolescent, not to the working adult. The high degree of flexibility and the absence of arbitrary rules in the ALS Program meet these problems directly.

The second major obstacle has been the reluctance of adults to return to the classroom when they know that they will be forced to take courses in those areas in which they have already acquired considerable knowledge and skill. The obvious

answer is to award college degrees on the basis of competence or proficiency, rather than hours spent in class. This problem is met directly by the assessment of experiential learning.

The assessment of learning is made by teaching faculty and we believe this is one of the strengths of the program since the same professionals who regularly judge student performance and award credit in standard programs are exercising their professional competence and responsibility in assessing the learning and competence of students applying for credit equivalency. This approach has the further advantage that we have been able to evaluate students and make awards of credit from the very start of the program. It was not necessary to devise new testing programs or to write a manual covering a broad range of informal learning experiences. Presumably college faculty are competent enough to make judgements about the quality and value of the work their students regularly submit. These same faculty members are asked to review the statement and documentation of a student seeking credit equivalency, and also where appropriate to interview the student, and then to make a recommendation for an award of credit only in those areas in which the faculty member has been trained and regularly teaches.

There are problems of quality control in both old and new programs. It is not claimed that the program is free of defects, but at least the quality of evaluation of students' work should be quite comparable to that of traditional or standard programs since the same academic personnel make the judgements in this program as in others. The faculty making the evaluations may be as strict and demanding or as lenient as they feel appropriate. The Program Director is responsible for seeing that academic standards are maintained, and at least as important, that adult students receive a fair evaluation and an award of credit that does justice to what they genuinely know that is college creditable.

PROCEDURE FOR THE ASSESSMENT OF EXPERIENTIAL LEARNING

1. Assessment of experience for credit are done only for students who have been admitted into Harper College and the Associate in Liberal Studies Program. Advisory assessments are not made, nor is there any manual or guide that may be consulted to obtain probable estimates about awards of credit.

2. After admission to the Program the student who wishes an assessment to be done prepares a detailed and documented resume of his adult learning experiences that are to be evaluated.

3. The resume that the student has prepared is submitted to the Program Director, who then selects a faculty member competent to evaluate the particular experience to make a recommendation for an award of credit. The faculty member chosen to make a specific evaluation is instructed where necessary by the Program Director about the procedures to be followed. If the student's experience that is being assessed lies outside the professional competence of the faculty of the College, a faculty member from another institution or other expert would be requested to make the evaluation.

4. The Director's function is to provide general instructions to the student as a guide to preparing this resume and to select an appropriate faculty member or other expert to review the material submitted. The Director may not make the evaluations, but it is his responsibility to see that the evaluation is done fairly and defensibly.

5. After a faculty member has agreed to make the evaluation on a student's experiences in a specific field, the student's resume is given to that faculty member, and the student is so notified. The student should then contact the faculty member making the evaluation to determine a mutually suitable time for an interview. The basic purpose of the interview is to allow the faculty member making the evaluation the opportunity to verify in an appropriate manner the information in the resume and to secure additional information from the student or other source about the experiences described in the resume. Also, if there are original works of art, voluminous published materials or other bulky materials to be presented as supporting evidence, these would normally be brought to the interview. The purpose of the interview is not to dispense with a well prepared written resume since a written record of the evidence on which the award of credits is based is preserved in the student's permanent file in the Program office.

6. The faculty member making the evaluation may seek additional information about the student's knowledge and abilities

through the Program Director or directly from the student, or from persons knowledgeable about the student's achievements. The faculty member is free to defer the interview until the written record is completed to his satisfaction; or alternatively, he may withhold his recommendation after the interview until additional materials and documentation have been received.

7. Although comparable in some ways to proficiency testing, the process of evaluation employed in this Program is not conducted by tests. If he prefers, a student is free to demonstrate his knowledge of specific academic fields by taking various standardized tests.

8. After the faculty member has completed his evaluation, he makes a recommendation for an award of credit on the form provided by the Program Director. The preferred form of recommendation is to equate the student's competences with courses listed in the institution's curriculum. Since this is not always possible, the recommendation may be made more generically in terms of credit hours in a particular field of discipline.

9. When the faculty member's recommendation for an award of credit is received, the Program Director reviews it and co-signs the recommendation, indicating that in his judgement the recommendation is fair to the student and adequately supported by the evidence submitted. The Director may reduce recommendations, but may not increase them.

10. The actual awarding of academic credit for life experience is made by the Program Director. After his approval has been given, the Registrars Office is officially notified of the award of credit, and this award is entered into the student's permanent record. The student will be notified in writing of the outcome of this evaluation.

11. For a variety of reasons no timetable for completing student evaluations can be set down in advance. In some cases individual evaluations may require as much as 90 days to complete because a student's experiences falls into several different disciplines and/or because faculty from other institutions must be contacted to make the evaluations. Although every reasonable effort is made to proceed expeditiously, new students should not assume that the evaluation can be completed during the term of their initial course registration.

INSTRUCTIONS FOR STUDENTS

Suggestions for Preparing Resumes

1. Your various adult learning experiences should be grouped or classified into categories corresponding as closely as possible to major academic fields. This is necessary since each different kind of experience is reviewed by a faculty member who teaches courses in that area. Evaluations of experience for credit are made by faculty members or other experts in the separate fields.

2. There are many ways to demonstrate your knowledge within a specific field. It is up to you to make the case that you have creditable knowledge or expertise. It is your experience and you know it best. Bear in mind that your resume will be reviewed by a person knowledgeable in the area you describe. A good question to ask yourself is: "If I were evaluating experiences similar to my own, what information would I want to have?"

3. The amount of detail that ought to be supplied varies with each kind of learning experience. If the experience that is being submitted for evaluation is relatively standardized, then less detail is necessary. For example, various military training programs are relatively fixed in content, and the specific course of training would merely need to be identified by its appropriate title for the knowledgeable faculty evaluator to make a judgement about its equivalent academic credit. Similarly, training courses in specific computer languages offered as in-service training or commercially have relatively fixed content, as do Berlitz language courses, certain training workshops for school personnel, FBI workshops, etc.

4. As you proceed from the more standardized to less standardized kinds of learning and training, it is necessary to provide more detail and supporting evidence to the faculty member who will make the evaluation. For almost any kind of learning experience of a relatively structured kind, the length of the specific training or instruction is an indispensable detail. The hours spent in learning or training is not the only indicator of how much was learned, but in the absence of clearly defined outcomes (such as an observable skill, e.g., ability to converse in French) time spent is a moderately reliable average indicator that is commonly used in the academic world. Generally 12 to 15 hours of classroom instruction with related outside readings and assignments are required for each semester hour of credit that is earned. Thus, a training program that you received at a hospital school or commercial establishment of about 50 hours of instruction would normally be in the three to four credit hour range, other things being equal.

5. Students who would petition for an award of credit for learning experiences that are diffuse, less structured and highly personal will normally have to prepare more extensive and detailed resumes to support their claims of special expertise or knowledgeability in the various academic disciplines. Most faculty members making these evaluations will probably compare the petitioner's experiences with the readings, discussions, papers, tests and the like that are routinely required of students in college classes. As one petitioning credit equivalency by evaluation, you must be prepared to demonstrate reasonably that your knowledge is roughly comparable to that of the standard college student for the amount of credit to be received. Ordinarily, this will mean that an extended, fully detailed essay will have to be prepared; and the more credit that is anticipated, the longer and more completely detailed must be your personal statement.

6. It is impossible to state in advance what an adequate amount of detail might be for every kind of adult learning experience. There is inevitably a large amount of subjectivity in any process of student evaluation. What should be avoided is more clear. Vague, general statements are of little or no value in indicating your knowledge and competence. For instance, a person with experience in the mental health field should not say: "I work with schizophrenics." Practically everybody works with schizophrenics in some fashion or other. Taxicab drivers and bartenders probably have more "experience" in working with all kinds of schizophrenics than licensed psycho-therapists; but few evaluators are likely to award much credit for passing and casual exposure. Similarly, there is a world of difference between the lackadaisical parent raising a family amidst mild chaos, and Jean Piaget, who made extraordinarily detailed and systematic observations of his own children and contributed remarkably to human knowledge about learning processes. The point is that experience as such is no measure of learning that can be credited towards a degree. If, for instance, you work as a counselor, it is important to describe your work in detail, indicating what skills you have acquired, what reading you have done, what techniques of counseling you employ, and what sort of learning you have acquired by informal instruction, staff interaction, and the like. Likewise, if you have extensive experience in business, you must be prepared to describe your competence in the relatively standard terms used commonly in business programs. This means that you can relate your learning to categories such as accounting, operations management, fiscal control and planning, tax law, marketing, personnel work, information processing, investment, inventory control, purchasing and the like. The key question to be answered here is: can you establish that you know those things or possess those skills for which colleges and universities award academic credit toward degree programs?

7. In preparing your resume, it is often helpful to examine the course descriptions to be found in various college catalogues.

If you can establish that you have acquired that body of knowledge that a three credit hour course is directed towards, then the faculty member making the evaluation has a more standardized and reliable measure of comparison.

8. In those cases in which there is documentation of some kind to support your narrative, then that documentation should be supplied as a matter of course. Many kinds of in-service training commonly produce either a certificate of completion or some notation on the employees record of employment. In other cases no formal record exists, but your employer or training officer or some other official should be able to produce a statement on the organization's official letterhead attesting to the correctness of basic facts in your narrative, such as period of employment, job title (and description, if available), specific training, and the like. Additional remarks or statements that support your claim to a particular competence might also be included. Commendatory statements about your character or work habits are not needed since these produce no award of credit. Letters of reference may be forwarded directly to the College or included with your resume.

9. In some cases where no suitable documentation can be produced, the student may still receive an award of credit for the knowledge and skills acquired by providing a sufficiently detailed narrative to convince the faculty member making the evaluation to recommend an award of credit.

10. A final note: These directions probably appear complicated and even frightening. Each student normally would like to receive the maximum award of credit that his life experience can produce. Many students themselves note, lax or easy credits quickly cheapen a degree and make it suspect and even worthless. In judging your learning experiences, the faculty will attempt to be reasonable and fair, and to award roughly the same amount of credit for your learning experiences that you can document as they would for standard, on-campus courses. Credits awarded through life experience assessment are on a par with other credits applicable to the degree. There is no requirement that the norms for awarding them be more stringent than for standard course credit, nor is there any assumption that life experience credits are "easy credits."

INSTRUCTIONS TO THE FACULTY

1. In awarding credit for experiential learning, it is granted from the start that both what is learned and the manner of learning from "life experience" is different from the learning that takes place in standard courses. There is no assumption that the student's life or work experience will duplicate the academic learning situation, although some experiences submitted for evaluation may be almost identical. For the most part, we are dealing with rough approximations, not with duplicates of classroom learning experiences. The focus is on what the student knows, not how he learned it.

2. The program guidelines allow for considerable flexibility in making this assessment. These guidelines are reproduced here for your reference. A partial interpretation of these guidelines follows with some additional information regarding assessment that may prove helpful.

   A. The Program Director requests the assistance of faculty members and other experts in the field as needed to assess a student's nonacademic experience.

   B. After a thorough review, including conversations with and/or written reports from a person qualified to assess the student's achievements, the faculty member or other expert recommends to the Program Director the hours of credit to be given for the work experience.

   C. The Program Director, in consultation with the appropriate faculty member(s) or other expert(s) notifies the registrar as to the credit awarded.

3. Individual faculty members are contacted by the Program Director. The faculty member who is requested to do the assessment is free to seek as much information and advice from others as he feels is necessary. A faculty member obviously should not exceed his competence in recommending awards of credit for nonacademic learning; but it is normally presumed that a faculty evaluator's competence and expertise extends to a broad area within a discipline and not merely to the listed courses he regularly teaches.

4. The most conservative and <u>preferred manner</u> of making a recommendation for award of credit is to equate the student's experience with a specific course listing; but this is not required nor is it always possible. You are free to recommend an award of credit in a general disciplinary area, in a sub-

field of the discipline, or in specific courses. You should indicate whether you consider the credits to be awarded as equivalent to upper division (advanced undergraduate) or lower division work. If there are no course titles in Harper's catalog, the faculty member making the evaluation may devise course titles that fairly equate to the student's experience, or may borrow such titles from the catalogues of other institutions of higher education. In the latter case, however, the course numbers of another university should not be listed.

5. Although the guidelines do not require a personal interview of the student as part of the evaluation, the majority of students expect that there will be such an interview; and our brief experience to this date also indicates that most faculty members making these evaluations strongly prefer a personal interview as well as the resume. Accordingly, when a faculty member has agreed to make an evaluation of a student's experience, the student will be notified that his resume has been given to a specific faculty member and the student will then contact this faculty member to determine a mutually acceptable time for the personal interview as part of the evaluation process. In some few cases, there may be a need for anonymity on one side or the other, and this will, of course, be respected. If as a result of the interview substantial new information is communicated by the student that was not contained in the resume, the faculty member making the evaluation should note at least in outline the general content of this information if it constitutes a significant portion of the evidence or grounds on which the recommendation is based. The student's resume and critical supporting documents are retained in the student's file in the Liberal Studies office.

6. The recommendation for an award of academic credit in a particular case is precisely that, a recommendation. The Director will append his own statement and transmit the statement to the registrar who will record the credit. The Program Director must rely on the judgement and competence of faculty evaluators in their own disciplines, and would not recommend an award of credit in excess of the evaluator's recommendation. If the recommended award appears to differ substantially from similar awards made for comparable experience, the Director is free to discuss the matter with the evaluator, or to seek additional recommendations from other qualified faculty members.

7. The credit award that has been recommended and approved by the ALS Director will be entered on the student's permanent transcript in the form that the recommendation has been received to the extent that this is possible. It is explicitly noted that these credits have been earned by an evaluation (comparable to proficiency testing).

8. The Program Director makes no recommendation for an award

of credit prior to faculty evaluation. He will provide as much guidance and instruction as he is able to do if requested.

9. Faculty evaluators should avoid direct communication with the student regarding recommendations for award of credit.

WILLIAM RAINEY HARPER COLLEGE
ASSOCIATE IN LIBERAL STUDIES PROGRAM

Application for Credit Equivalency

TO: Director, Associate in Liberal Studies

FROM: _____
(Evaluator)

DATE: _____

RE: _____
(Student's Name)

I recommend an award of credit equivalent to the following courses:

Course #	Course Title	Cr. Hours

If more space is needed, please use continuation sheet(s).

TOTAL _____

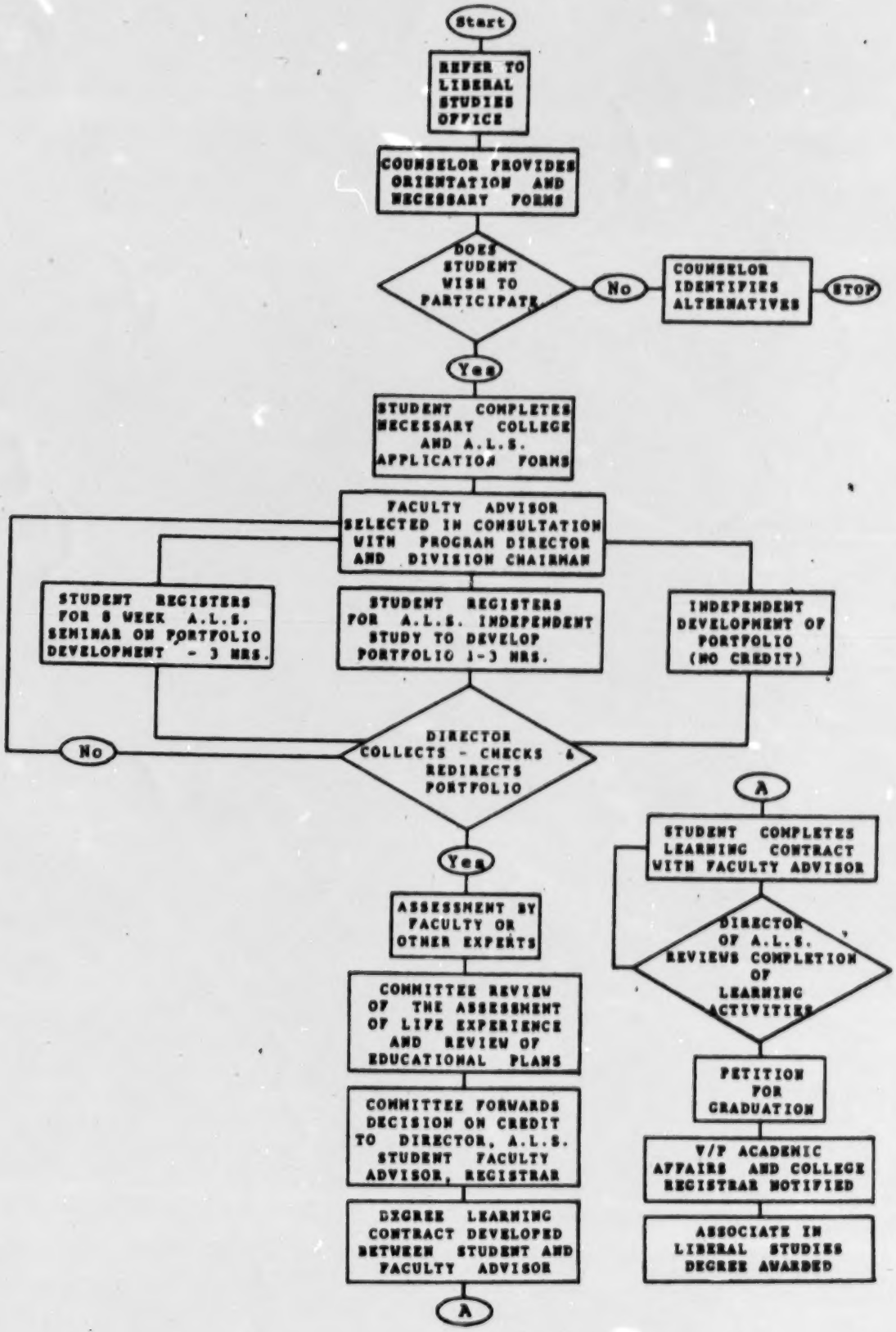
_____
(Signature of Evaluator)

AWARD OF CREDIT:

_____semester hours have been approved.

_____
(Signature of Director, Liberal Studies

APPENDIX B


Start
REFER TO LIBERAL STUDIES OFFICE
COUNSELOR PROVIDES ORIENTATION AND NECESSARY FORMS
DOES STUDENT WISH TO PARTICIPATE
No
COUNSELOR IDENTIFIES ALTERNATIVES
STOP
Yes
STUDENT COMPLETES NECESSARY COLLEGE AND A.L.S. APPLICATION FORMS
FACULTY ADVISOR SELECTED IN CONSULTATION WITH PROGRAM DIRECTOR AND DIVISION CHAIRMAN
STUDENT REGISTERS FOR 8 WEEK A.L.S. SEMINAR ON PORTFOLIO DEVELOPMENT - 3 HRS.
STUDENT REGISTERS FOR A.L.S. INDEPENDENT STUDY TO DEVELOP PORTFOLIO 1-3 HRS.
INDEPENDENT DEVELOPMENT OF PORTFOLIO (NO CREDIT)
No
DIRECTOR COLLECTS - CHECKS & REDIRECTS PORTFOLIO
Yes
ASSESSMENT BY FACULTY OR OTHER EXPERTS
COMMITTEE REVIEW OF THE ASSESSMENT OF LIFE EXPERIENCE AND REVIEW OF EDUCATIONAL PLANS
COMMITTEE FORWARDS DECISION ON CREDIT TO DIRECTOR, A.L.S. STUDENT FACULTY ADVISOR, REGISTRAR
DEGREE LEARNING CONTRACT DEVELOPED BETWEEN STUDENT AND FACULTY ADVISOR
A
A
STUDENT COMPLETES LEARNING CONTRACT WITH FACULTY ADVISOR
DIRECTOR OF A.L.S. REVIEWS COMPLETION OF LEARNING ACTIVITIES
PETITION FOR GRADUATION
V/P ACADEMIC AFFAIRS AND COLLEGE REGISTRAR NOTIFIED
ASSOCIATE IN LIBERAL STUDIES DEGREE AWARDED

APPENDIX C

INTRODUCTION

The following pages present the suggested format for portfolio development that is used for the assessment of experiential learning in conjunction with the Associate in Liberal Studies degree program.

Illustrated are some examples of the kinds of experiences which might be included in the portfolio.

Developed By The
CAEL Task F[illegible] On
Experientia[illegible]ng

Therese Butzen
Charles Falk
Robert Johnston
Gene Kimmet
Robert Moriarty
Barbara Olson
Peter Vander Haeghen
Mary Waite
Frank A. Christensen, Chairman

April, 1975

BRIEF PORTFOLIO EXPLANATION

The following pages present the format for the portfolio as well as some examples of the kinds of experiences which might be included in the document.

This material is not a substitute for the course on portfolio development. Instead it is a brief explanation which can be elaborated on in the course especially designed for portfolio development.

I

PORTFOLIO OUTLINE

I. Table of Contents

II. Personal Vita

III. Introductory Essay

IV. Previous College Level Education

- A. Date - Institution
- B. Course or area of concentration
  - I. Skills acquired
  - 2. Knowledge gained
- C. Certificates, transcripts, or other validation
- D. Number of credits requested
- E. Relationship to educational objectives

V. Training Programs

- A. Date - Institution, Company
- B. Topics, material covered
  - I. Skills acquired
  - 2. Knowledge gained
- C. Certificates or other validation of instruction
- D. Number of credits requested
- E. Relationship to educational objectives

VI. Employment Experience

- A. Business, company, school, etc.
- B. Position and job description
- C. Duties - include skills and knowledge gained

D. Validation of employment (letters)

E. Number of credits requested

F. Relationship to educational objectives

VII. Military Service

A. Position or M.O.S.

B. Duties - include skills and knowledge gained

C. Military training programs - include skills and knowledge gained

D. Validation letters and other relevant documents

E. Number of credits requested

F. Relationship to educational objectives

VIII. Licenses or Certification

A. License or certification title and number

B. Requirements for license or certification

1. Education - level, institution, etc.

2. Experience

3. Examination - include brief descriptions of knowledge and/or skills tested

C. Copy of license or certification document for validation

D. Number of credits requested

E. Relationship to educational objectives

IX. Organizations

A. Name of organization

B. Type of membership (regular or associate)

C. Requirements for membership, education, occupation, etc.

D. Brief description of organizations purposes, functions and activities

E. Type of individual involvement in the organization - meetings attended, committee membership, responsibilities, etc.

F. Skills and knowledge gained from membership

G. Validation of membership and activities

H. Number of credits requested

I. Relationship to educational objectives

X. Hobbies

A. Description of hobby

B. Instruction received - formal, informal, or self

C. Skills and knowledge acquired

D. Certificates, awards or letters of validation

E. Number of credits requested

F. Relationship to educational objectives

XI. Other Activities

A. Description of activity

B. Skills and knowledge acquired

C. Letters or documents for validation

D. Number of credits requested

E. Relationship to educational objectives

XII. Summary Chart

II.

VITA

JOAN SMITH

1234 5th Street
College Park, Maryland 20742 Telephone: (301) 122-4000

Education:	University of Maryland, College Park, B.A. Marketing, 1975. Special emphasis on retail sales and merchandising; considerable work in consumer economics and accounting.
Experience:	
Summer 1974	Sales Clerk, Housewares Department. Duties included merchandise displays, assisting buyer, consumer relations. Also assisted department manager in training new sales personnel, sold successfully on a commission basis.
1971 to 1974	Sales Clerk. Worked part-time in specialty clothing store. Assumed increased responsibility during time of employment. Duties included sales, window displays, assisting with inventory and ordering, and assisting with advertising and copy layout.
Summer 1970 to 1971	Lifeguard. Duties included general pool maintenance and swimming instructions for children and young adults.
Extracurricular Activities	Program Chairman for American Marketing Association. Duties included planning programs, contacting speakers from area business community, and coordinating program.
	Corresponding Secretary for national sorority. Responsible for all correspondence to national headquarters, alumnae, and others. Maintained files and records for group. Also responsible for ordering.
References	Will be furnished upon request.

III.

INTRODUCTORY ESSAY

This essay need not be long but should state what your educational plans and objectives are. Your educational goals should in turn be related to your past life experience. For example, if you wish to get an Associate in Liberal Studies to improve your working credentials in the areas of electronics, show how your past life experiences in terms of your work, interests, and other activities have tied in with this goal in the past. If on the other hand, you wish to enter an entirely new field, such as legal technology, and in the past have had little formal education, explain the kinds of skills and knowledge you have acquired to date and explain why you wish to change at this point in your life.

IV.

EDUCATION

Please list by name and dates of attendance those institutions of higher learning that you have attended. You should identify the courses completed and their descriptions. For almost any kind of learning experience of a relatively structured kind, the length of the instruction is an indispensable detail. Indicate the hours of instruction required to complete each course. The hours spent in learning or training is not the only indicator of how much was learned, but in the absence of clearly defined outcomes time spent is a moderately reliable average indicator that is commonly used in the academic world. A copy of all official certificates, transcripts or other documents of validation should accompany your request. These documents should bear the official identification material for verification purposes.

Example:

Mercy Hospital School for Nursing

Fall 1972

Human Physiology (6 credits) - The normal and abnormal physiological functions of the human body.

Spring 1973

Cell Biology (4 credits) - Emphasizing structure and function of nucleus, ribosomes, chloroplasts and other cytoplasmic organelles

Spring 1973

Life Science (5 credits) - Major concepts of life science with emphasis on their social implications.

See attached letter by Dr. Kay Mansfield, and the transcript from Mercy Hospital.

15 Credits Requested as Follows:

10 credits in the field of "Biology" since they correlate closely with Harper's Biology 161, Human Physiology, and Biology 190, General Pathology. While the courses at Harper are counted at only 6 hours, the courses at Mercy Hospital required more class and lab hours and involved a greater depth of study.

5 credits in the field of "Life Science" which correlated with Physical Education 203 at Harper, but is more involved and detailed at Mercy Hospital.

These courses closely relate to my chosen field of Journalism in that I will be concentrating on public health issues. The knowledge gained in this area is essential in my understanding of the human body and its diseases which will help me relate important health issues to the public.

V.

TRAINING PROGRAMS

Participation in training programs either sponsored by an employer or taken independently may provide valuable experience in relation to one's career or educational goals. A complete listing of such programs should be provided by the applicant. The dates included in the training periods, the number of hours involved in the training and the outside time necessary to supplement such training, should all be designated. The knowledge and/or skill achieved as a result of the training and any formal recognition resulting from such training should be provided. A statement of how such training relates to the educational or career goals of the applicant will be helpful in determining possible credit.

Example:

Behavioral Management Seminar, sponsored by the American Metals Corporation, June 15 - July 30, 1972. Program consisted of 30 hours classroom time (one hour per day for four weeks). This training program enabled me to develop better techniques for the handling of grievances. It was aimed at providing knowledge for the effective use of grievance procedures. The successful completion of this course resulted in my being awarded a "Certificate of Excellence in Labor Relations" on August 15, 1972.

Please note the attached letter of verification by P. R. Ansell, Program Director, American Metals Corporation, and the copy of the certificate received.

3 credits requested in the area of personnel management as a result of my successful completion of this training course dealing with personnel problems and my subsequent increased capacity to deal with grievance procedures.

The completion of this course and the increased effectiveness I have since demonstrated in handling labor problems constitutes a significant and positive contribution toward my educational and career goals in the field of Labor Management.

VI.

EMPLOYMENT EXPERIENCE

Employment experience should contain a complete list of jobs starting with the most recent. Included in this listing should be the dates of employment, the name and address of the firm or individual for whom the applicant worked, the particular jobs and responsibilities involved. Any knowledge and skills acquired on the job should be listed as well as any job related experiences which one feels might add to the applicants information base. A verification of employment letter should accompany each employment description.

Example:

1. June 1971 to the present: The H.R. Smith Company, 24 Public Square, Cleveland, Ohio. I was employed as Assistant Buyer in the Furniture Department. I had responsibility for the selection and purchasing decisions in upholstered furniture. I developed broad knowledge of fabrics and frame styles in this area. I achieved familiarity with purchasing procedures and developed an effective liaison with manufacturing representatives of most major furniture manufacturers.

   Please note the attached letter of employment verification from John C. Lawrence, Senior Furniture Buyer, H.R. Smith Company, Cleveland, Ohio.

3 credits requested in the area of purchasing as a result of the development of practical knowledge of the operation of a purchasing system in a retail institution and the increased capacity to accept responsibility in both the technical aspects of the job and the interpersonal relationships necessary to carry it out.

The practical experience gained in learning to successfully perform the responsibilities of this job situation has added significantly to my ability to achieve my academic and career goals pertaining to Retail Sales Management.

VII.

MILITARY EXPERIENCE

Various military training programs are relatively fixed in content, and the specific course of training needs to be identified by its appropriate title to make judgment about its equivalent academic credit. You should include the length of training, preferably in hours, and also the military base this training program was conducted at, including the branch of the service. In addition, a listing of the applicants jobs held in the military and the M.O.S. (code and title) number should be included. It would be helpful if you could provide a short description of the training experience. You should present copies of any certificates of completion to validate your training experiences.

Example:

Title: Reproduction Equipment Repair - U.S. Air Force
Location: Engineer School, Fort Belvoir, VA.
Length: 13 - 14 weeks, Fall 1968
Instruction: Use of hand tools and precision measuring instruments; basic electricity; operation, repair and maintenance of copy cameras, contact printers, print dryers,...

Please note the copies of certificates of completion of training programs and attached letter provided by Capt. H.I. McKay, Training Director, Fort Belvoir, VA.

6 credits requested as follows:

3 credits in the area of "Basic Measurement Techniques" as a result of my training in the use of hand tools and precision measurement instruments.

3 credits requested in the area of "Maintenance and Repair of Equipment" as a result of my training in maintaining and repairing cameras, printers, and print dryers.

The experience I gained in this military training relating to the use of basic measurement techniques and the repair and maintenance of camera and printing equipment is supportive of my education and career objectives in the field of electronics.

VIII.

LICENSING OR CERTIFICATION

In the course of one's education and/or employment, licenses or certificates from various state and local agencies and organizations may have been obtained. In order to insure proper evaluation the following information should be presented: the license or certificate title and number, the awarding body and the date obtained. The educational requirements, work experience and the type of examination necessary to meet the final requirements should be indicated.

Example:

Real Estate Brokers License RES. IL. 60331. Awarded by the State of Illinois, December 10, 1971. In preparation for this licensing I completed two real estate courses at Central College, Res. 121, "Introduction to Real Estate" and Res. 201 "Broker's License Preparation Course". In addition I worked two years as a Real Estate Salesman for the William L. Smith Realty Company. I took the Illinois State Real Estate Broker's Examination on November 10, 1971 and was notified that I passed the Exam on November 25, 1971.

Please note the attached copy of my Illinois Real Estate Broker's License and the letter from William L. Smith verifying my employment at his firm.

6 credits requested as follows:

3 credits in the field of "Salesmanship" as a result of my practical experience in the selling of real estate.

3 credits in the field of "Sales Management" as a result of my experience managing six real estate salesman in my role as a real estate broker.

The successful completion of the requirements for an Illinois Real Estate Broker's license and the subsequent successful sales and management experience in this field relates directly to my educational goals leading to a sales management career.

IX.

PROFESSIONAL ORGANIZATIONS

Active participation in professional, fraternal, religious, political and other types of organizations may provide valuable skills and knowledge useful in the career or educational objectives of the individual. In order to insure appropriate evaluation of such skill or knowledge, the following information should be furnished: The name of the organization, the type of membership awarded, and the educational or occupational requirements necessary for membership consideration. In addition, a description of the organization's role, its objectives, and activities should be included. The role of the individual in the organization including the length of membership, offices held, honors or awards received, and other leadership activities should be presented. A statement of how this participation might be linked to the educational or career goals of the applicant will be helpful in determining possible credit.

Example:

Junior Chamber of Commerce member 1968-1972, Palatine, Illinois. I was accepted as a regular member of this organization by a unanimous vote of the acceptance committee in view of my good community standing and as a member of the business community in my management capacity with the J.L. Smith Mfg. Company. The Junior Chamber of Commerce is dedicated to the betterment of the community goals of the City of Palatine and to the development of future community leaders. In my four years of membership I held the post of Chairman of the Community

Recreational Development Committee and was awarded a certificate or meritorious service for my role in developing a city recreational park area.

Please note attached letter of verification by R. W. Snider, President of the Palatine Chamber of Commerce.

3 credits requested in the field of "Public Administration" as a result of the successful completion of community programs carried out in my role with the Junior Chamber of Commerce.

I feel that this experience in community development projects and the interpersonal relationships resulting from these projects has added significantly to my capacities toward achieving my educational and career goals in the field of personnel management.

X. HOBBIES

This category is wide open area. It might include such things as sports; outdoor recreation; photography; designing and making clothes; furniture and model planes; aviation; art; the collection and study of insects, antiques, and other objects; gardening, reading, interior decorating, etc. In regards to some of these field, you might want to check the Harper catalogue or visit the appropriate department on campus to see what kinds of knowledge is considered essential before you make your inventory of your assets in a particular area.

Example:

Tennis - Two six week group lessons at the park district for a total of 12 hours of class instruction. In addition, I_____played tennis frequently during the summers of 1972 and 1973. I am now classified as an intermediate. In addition to mastering the rules of the games and scoring, I can hit a serve, a forehand, backhand, lob and volley.

See attahced letter by Mr. James Knorr of the Fox Lake Park District validating my lessons and playing ability.

2 credits requested in the area of "Physical Education". This is similar to Physical Education 158 at Harper. I am requesting 2 credits rather than the 1 credit granted in 158 since I have played extensively and carry an intermediate rating.

The tennis has helped to broaden my skills in an area in which I had previously not explored. It has improved my physical dexterity and helped improve my self-image. This will assist me in terms

of self-confidence and physical fitness therefore adding a positive though indirect influence toward my goal of becoming an Interior Decorator.

XI.

OTHER ACTIVITIES

This category can include anything that you think does not fall under one of the above listings. Perhaps you have extensive knowledge of foods, vitamins, and know how to plan a balanced diet. Consequently you might want to investigate acquiring credit in the field of nutrition.

Other examples might be setting up and organizing a day care center or alternative school; planning and gathering support for or against a village referendum; traveling and studying extensively above the people, land, and customs in a particular region; reading and writing a foreign language which you may have learned at home. All of the above are valid as long as you can identify your skills, and have them verified and evaluated by a qualified person in the field.

Example:

Setting up a day care center. I worked one year in a committee of parents to set up a small day care facility for working mothers. This involved finding out the legal requirements, seeking out a suitable space, hiring appropriate personnel, furnishing the center, and raising money until the center could be self-supported. I learned a greatl deal about: organizing parents, meeting formal county day care specifications, preparing for young children's needs, and hiring practices.

(See attached letter of validation by Jane Holt,Director of the Dempster Day Care Center.)

3 credits requested as follows:
1 credit each in "Sociology", "Child Care", and "Political Science". This combination is appropriate as a result of the knowledge obtained concerning group behavior, pre-school education, and County code enforcement. Extensive reading and preparation was involved with respect to each of these areas as well as practical experience.

The first hand knowledge and experience of the many aspects of operating this project has been instrumental in clarifying my educational and career goals of becoming a teacher's aide in the field of pre-school education.

XII. SUMMARY CHART FOR REVIEW COMMITTEE

Activity or Area in Which Credit Sought	Disciplined or Appropriate Field In Which Credit Is Sought	Pages Referred To In Portfolio	Number of Credits Requested	Number of Credits Granted
			TOTAL	

Committee Comments:

UNIVERSITY OF CALIF.
LOS ANGELES
NOV 14 1975
CLEARINGHOUSE FOR
JUNIOR COLLEGES